

Student scholarship and production

It is hard to specify this area. Perhaps two recent undergrad examples will suffice.

As an advisor on my junior year independent study and senior thesis—both of which focused on World War II military training film—Chuck proved to be an amazing asset, providing me with excellent feedback, scholarly resources, and support throughout my writing process. In my independent study, Chuck helped focus my research and ideas down from the U.S. military's entire output of training films during World War II (an enormous collection of films) to those training films that dealt specifically with venereal disease. My independent study culminated in my paper "World War II VD Training Films: Disease, Culture, and American Wartime Culture," which won Northwestern's George C. Casey Prize for the Best Undergraduate Essay on a Topic Related to Gender. Through Chuck's mentorship, I was also able to present at *Film & History's* 2004 conference on "War in Film, Television, and History." (support letter from Eric Hoyt)

Arturo Menchaca developed a creative project on the physics of perception with an independent study after taking my Experimental Film course and also designed a very successful quarter long series with the Block Cinema on structural film, a remarkably ambitious series which included guests speakers Tom Gunning, Fred Camper, Mark Kerins, Brian Price, Bruce Jenkins, and others.

Chuck's wisdom had suddenly opened a door for me. I truly began to "get" experimental films, and not only enjoyed watching them, but wanted to make my own. So I continued to pursue my newfound interest outside of class, and Chuck actively cultivated my growing interest in theorizing about and creating experimental films....In 2005 he supported my application for the Undergraduate Research Grant, which I was subsequently awarded, and then served as my mentor for the grant. My project consisted of making a series of short "structural" films and Chuck offered valuable insight, both because he was quite familiar with the structural tradition and because he was well-aware of how my personal interests and tastes had developed during the course of the school year. His suggestions led me to rethink my creative processes, ultimately making me a better filmmaker.

In the spring of 2006, with the knowledge gained from Chuck's classes, as well as his own personal encouragement and support, I was able to realize perhaps my most significant accomplishment to date: curating *A Cinema of Physics and Perception*, a quarter-long experimental film series at Northwestern's Block Cinema. Chuck gave me crucial advice when it came to programming the series and kindly agreed to write an essay that was included alongside my own in the series pamphlet.

I could not have been happier with the way the series turned out, and can safely say that I never would have even conceptualized the series if it had not been for Chuck sharing his wisdom with me over the past two years. With his characteristic sense of humor and a genuine concern for my edification, Chuck showed me that one can at once be a serious scholar and a wide-eyed child when watching and creating films, and that the intellectual and experiential components should never outweigh one another. In doing so, he forever altered the way I understand and create films. I count him as the most significant professor of my educational career.

Over the years, many MFA students have included work that began in my courses in their final portfolio. Some of my PhD students have made creative work which has been exhibited, such as Chad Raphael (now teaching at Santa Clara University) whose portrait of an immigrant campus food service worker detailed her life between Mexico and the US. I directed the dissertations of these students who have all maintained an active media production since getting their PhDs: Hyunsoek Seo, Jeffrey Skoller, Ellen Seiter, Carole Harmel, Blaine Allan, Elizabeth K. Jackson, Tulin Yilbar-Serto, Virginia Keller, Toni Perrine, Chris List, Ilene Goldman, Gabriel Gomez, Eilish McCormick, David Douglas. [details on request]

Almost all of my PhD students presented conference papers and published articles that came out of my classes and/or the dissertation. For some the dissertation evolved directly into a book: Straayer, Doll, Curry, Perrine, List, Kapur, Martin, Skoller.

Media-centered extra-curricular involvement with students

Various examples are listed on my personal website c.v. ranging from introducing and speaking for student organized programs (Gay-Lesbian Alliance, women's films, Gender Studies), faculty advising the Block Cinema student program committee, Faculty Advisor, WNUR, 1984-1990. [7200 watt FM station broadcasts "New Music" format to most of greater Chicago area]